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Should Humor Be Taught?

WINIFRED H. NASH replies: "Let Laughter In!"

Administrators in Conclave

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The Editors Say...

Last month, you may recall, the editors *wished*. And the responses came in gratifying number and co-operative spirit. Much as all our readers appear to enjoy the Journal, these days, none enjoys it more than do those who contribute to its pages—helping to make this magazine an effective clearing house of *education-in-action*—as Dr. Winship used to call it.

•

We hope our cover this month won't look too crowded. Just for once we thought we would try putting the topics of certain departments or features in our front window. If any of you wish to tear off the cover and mail it back to us with the items checked that really interested you, this will aid us in our editing. We will gladly send you a complete copy of the issue to replace the one you disrobed.

•

Have you ever noticed how much better things go in a school or classroom where pupils are allowed to laugh—and where teachers laugh with them? Then you are already sold on Miss Nash's proposition, "Let Laughter In!"

•

But laughter to relieve the tension is one thing, and laughter or internal mirth arising from intelligent appreciation of humor is quite something else. Why have educators been so slow to realize that this can be cultivated? Goodness knows!

•

You Principals who have children in your own school, or you who were children in the school where your father was Principal—be sure to read "The Principal's Children," by Everett V. Perkins in "All in the Day's Work." He advances an idea for solving this problem. Some of you may wish to take him up.

•

Space is too short to itemize here what you might wish to read. Take your choice. No extra charge if you read every article and every line. Then you can sympathize with our proofreader.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Exit Austria

The nations stand aghast over the sudden though long-prepared swoop by which Adolf Hitler and his Nazi forces have captured Austria and wiped out its independence and its name. Not content with having marshaled Germany into social, political, economic and military goosestep, the Fuehrer extends his despotic power to a territory and a people beyond his borders. He annexes 30,000 square miles and 6,000,000 human beings to his domain, and will cow his new subjects into unanimous declaration that they like it.

Mussolini proclaims his satisfaction with the audacious act which brings Germany to Italy's border. But what will he demand in return from Hitler? Or has the price been fixed already by some dicker over Spain?

It is not so much a question of Austria, which was so largely German, as of what next? If Hitler gets away with everything he dares, how and where will he be stopped?

Britain, France, Hungary, Czechoslovakia, Soviet Russia—yes, and Italy—are all asking this. And swords are being sharpened, alliances buttressed, and war vows taken "If . . ."

Here in America we venerate Neptune, and pray that isolation may long be our effective defence.

• • •

Hope for Recovery

How to prevent a "recession" from becoming a downright and prolonged depression, is the serious problem confronting business and the government. Perhaps the very seriousness of the situation, and the fact that it has been brought home to the President in many ways by many witnesses, is going to lead us out more quickly. For there are intimations in official Washington that business is to be given another of those so-called "breathing spells." Wait a while before trying fresh experiments in economic planning or regulation—this appears to be the watchword of the hour in Administration circles. And the very rumor of such a policy has begun to allay some of those fears which have beset American business.

Whatever other forces may have combined to cause the falling off of business that began the latter part of 1937, uncertainty of what might be expected next in new legislation by order of the White House, has been a factor in holding off recovery. Removal of that uncertainty has been demanded of late by a growing number of citizens of both parties.

• • •

Federal Aid

The President's Advisory Council on Education has reported in favor of a program of Federal aid to the schools which, starting with $40,000,000 the first year, would increase to $199,000,000 in the sixth year, making a total expenditure of $855,000,000 over the initial six-year period.

No proposal of equal scope has ever been made for a Federal subsidy to American education. Nor has any previous proposal had the backing of the White House to such a degree as this one appears to have it. A measure to embody the proposal into law will reach the floor of Congress shortly.

Principles involved in the committee's recommendation include the question whether Federal aid can be granted without an increasing amount of Federal control, and whether the responsibility for education rests wholly with the states or should be shared by the nation as a whole—with wealthier states contributing to the support of education in the poorer states. An honest divergence of opinion exists over these points.

Objections have been raised to the committee's view that the states should be permitted, if they so desire, to grant portions of the Federal subsidy to private institutions. Should public funds be given to institutions outside the range of public supervision or control? Can private schools themselves risk the loss of that independence which is one thing they cherish most?

With Federal deficits continuing, it is interesting to note that the children who will benefit from the generosity of their central government will also face the task of paying the bill.

And yet—education in many parts of the United States is down at heel and does need financial assistance.

Specialization Overdone

Is there too much specialization in American education? Are the secondary schools following too closely the example of the universities in this respect?

Dr. Charles H. Judd of the University of Chicago, in one of the best addresses of the Atlantic City meeting of administrators, replied in the affirmative to both these questions. And he was right.

He declared also that a man who becomes an expert in a single field, such as accounting, is frequently unable to adapt himself to other work, when, as may happen, he loses his position as an accountant.

This—we interject—is quite as much the fault of industry itself as of the accountant or his education. Industry puts far too small a value on adaptability. Unless a man has followed a prescribed groove, industry refuses to believe he can fill the bill. Industry needs to loosen up its thinking.

What Dr. Judd said about the desirability of "snap courses," and his own ambition to gather information about them into a book, must have awakened many appreciative memories. Such courses are a broadening influence. One snap course each semester might well be required for a degree, as Dr. Judd somewhat tentatively suggests.

Specialization should never become so intense as to close the mind to everything outside the specialty.

• • •

Steadying the Payroll

Recently the Senate Unemployment Committee heard Jay C. Hormel, head of a packing company in Austin, Minn., testify to the increased efficiency of his workers following his company's adoption of a plan of annual wages. Employees are guaranteed fifty-two pay checks a year, with vacations and sick leave. Mr. Hormel said the hourly wage plan under which most concerns operate is intended to make the workers bear the brunt of unemployment fluctuations.

Provision of a steady income for all workers is unquestionably one of the great needs of our economic system. Workers who have succeeded by strikes or by collective bargaining, in obtaining higher hourly wages, have often been disapppointed to receive less in the pay envelope than before their victory.

It should be borne in mind by those who press for this reform, however, that comparatively few companies are in sufficiently strong position, either financially or commercially, to give effective guarantees of steady incomes to their workers. The ability to do this depends upon conditions which may be quite beyond control of the employers.

The entire movement to give added security to the workers in industry presents a worthy appeal, and there should be as rapid progress along that line as economic conditions permit. Too great haste is likely to prove both dangerous and deceptive.

Unemployment compensation, now in its experimental stage in the United States, benefits in a small way and for a short time a favored group of persons who happened to have jobs in the right sized concerns at the right time. The system falls far short of its purpose because, for one thing, it has been started at a time when there is a high rate of unemployment. A system thus begun cannot be depended upon to bridge over a recession for the individual or for society. It may, in fact, serve to retard that general recovery which alone can furnish jobs to all who require them.

• • •

Undergraduate Wheat and Tares

Dr. Conant's theory that "at least a quarter and perhaps one-half" of the young men now attending colleges and universities ought to be sent home and replaced by others having greater intellectual fitness, will be denounced in some quarters as proceeding from an aristocratic rather than a democratic concept of education. Open the door of higher education to everybody. This is the slogan of laborites, and the thought appeals to the popular sense of fair play.

Obviously, however, what the Harvard president is driving at is no mere aristocracy of wealth or special privilege, but one of brains. He would exclude those who, whether from dumbness or from indifference, are unable to profit intellectually from collegiate instruction. He would weed out those who attend college because it is the thing to do or because it contributes to their social standing. And the undergraduates he would substitute are those children of the poor who have the brains but not the money required for membership in college classes.

Dr. Conant's plan calls for vastly larger subsidies than have ever yet been available for deserving students. Public as well as private funds might need to be forthcoming, to permit a more careful selection of the best available material for the educative processes carried on in universities and colleges. What would the change amount to, in profit to the nation? It would develop more and better leadership, such as every democracy needs if it is to survive. It would, moreover, aid in leavening the social lump throughout; a process already going on, which could be speeded.

It is good to have educational leaders thinking on the matter President Conant has brought forward.

Let Laughter In!

WINIFRED H. NASH
Memorial High School for Girls
Boston

A plea for cultivation of a sense of humor as part of the course in high school English.

DO high school students need education in humor? When one thinks of the laughing, joking crowds of boys and girls whom one sees on the street cars, on the school grounds, and at the ball games, the answer is likely to be in the negative. When a teacher considers, however, some of the curious reactions that occur in his own classes, he realizes the truth of Stephen Leacock's words: *"What laughter is, and why it is, and what is a joke, and why it is a joke—all these things remain unknown and unascertained. In a world that teaches everything that can be studied and taught, humor alone remains an unexplored field."

Among the gleanings from the papers of high school students the following samples tend to prove the need for training in humor:

"I thoroughly enjoyed the last act of *Hamlet*. I thought it was very funny to see everyone committing suicide or being stabbed or drinking poison. I don't know when I have ever laughed so hard before!"

"The witches in *Macbeth* contribute to the humor of this play. They prove that too many cooks spoil the broth."

"The grave-diggers give a Micawber touch to *Hamlet*." (I think that *Micawber* is not a misspelling of *macabre*, but that the writer uses it as a proper adjective meaning *humorous*. The pupil evidently sees no difference between the grim humor of the grave-diggers and the happy-go-lucky humor of Mr. Micawber.)

Last September, on the theory that the above quotations might possibly be symptomatic of a general misunderstanding of what the word *humor* implies, I devised a test of the sense of humor of high school students. The test has since been tried out in six different high schools in and around Boston. Thus far, 503 students in fourth-year English classes of average or more than average ability have been tested. The results have been interesting, to some degree startling, and in general extremely illuminating.

The test consisted of ten specimens of humor of various types. The pupils were asked to decide whether each selection was funny, very funny, only slightly funny, or not funny at all, and to give reasons for their answers.

The selections included the following:—

1. Slap-stick comedy: a paragraph describing a nonchalant dandy falling unexpectedly into a coal-hole.
2. Obvious humor with underlying satire: a selection taken from "Innocents Abroad."
3. Cruel humor: a paragraph based on the incident in the *Iliad* which tells of the laughter of the gods at the sight of the lame Haephestus serving the guests at the banquet.
4. Sheer nonsense: a limerick by Edward Lear.
5. Puns: a verse by Thomas Hood.
6. Obvious satire: a selection from *The Book of Snobs*.
7. Caveman humor: a verse telling of a stranger who asked a child the quickest way to the cemetery.

   "'The quickest way?' replied my little Gus,
   And pushed the feller underneath the bus."
8. Whimsicality: a quotation from a letter by Charles Lamb.
9. Humor of dialect and character: a selection from *A Window in Thrums*.
10. Genial, kindly humor: a selection from Dickens' *Christmas Carol*.

More than ten per cent. of the pupils saw nothing funny in any of the selections. Only four pupils among 503 seemed to show a genuine appreciation of all the elements of humor presented in the test.

Ninety-five per cent. of the pupils thought, as all normal-minded people would think, that there was nothing funny in the third selection, which portrayed physical infirmity as a subject for laughter.

The caveman humor and the nonsense verse, which were primitive and easily understandable, amused respectively 84 and 83 per cent.

Mark Twain amused 69 per cent., although only three pupils detected the satire underlying the obvious humor of the selection.

Dickens amused only 64 per cent.; and Barrie, 58.

Puns and slap-stick comedy were rated funny by 54 and 51 per cent. respectively. Many pupils made the comment that slap-stick comedy, although it may be funny on the screen or

*Humor and Its Technique: Stephen Leacock.

in pictures, does not raise a laugh in the telling.

Thackeray left his readers utterly cold; only 29 per cent. saw anything funny in the selection from *The Book of Snobs,* and only 3 per cent. appreciated the satire of Mr. Marrowfat's snobbishness. One pupil wrote regretfully that, although she realized there might be something funny in the quotation, she did not understand it because she had never studied Greek mythology. Why a knowledge of Greek mythology should be necessary for the understanding of the selection, I have not yet been able to determine.

Charles Lamb's letter appealed to only 27 per cent. of the pupils as being even slightly funny. From the remaining 73 per cent. came scathing criticisms of poor sentence structure and rambling incoherence. A particularly caustic comment was: "This is not funny at all! I would really worry about a person who wrote things like this."

It was interesting to notice that pupils of high intelligence rating showed much keener appreciation of humor than did the pupils of low I. Q. When we consider, however, that Mark Twain, Dickens, Barrie, Thackeray, and Lamb reached respectively the sense of humor of only 69, 64, 58, 29, and 27 per cent. of the pupils tested, it seems evident that not even the better-than-average classes are getting from literature the full measure of enjoyment. The pupils in general appear to appreciate only the short, sharply-pointed joke that starts a roar of laughter at once. Humor of a gentler, more subtle type makes little appeal. Education in humor is needed, therefore, in order that high school students may understand the humor of satire, whimsicality, puns, delicate playing with ideas, and other forms of humor that start the slow smile, the quiet chuckle or the pleasant glow of genial humor.

The results of the tests raise some challenging questions. Are we teaching non-essentials too well, to the neglect of more vital matters? It is gratifying, of course, to find that pupils are well trained in recognizing the need of coherence and correct sentence structure; but it is rather disheartening to find that Charles Lamb's delightful fooling brings few smiles, and that Mr. Fezziwig is dubbed stupid and boring. Which is more important in the social education of the individual, correct sentence structure or a sense of humor? The answer is obvious. Yet, in the ordinary modern curriculum, educating the pupil's sense of humor is not listed among the objectives of the teacher of English, nor is there any hint to be found that laughter may be a civilizing and educative force. Are we making the mistake—only too common in the modern world—of wrongly weighing values?

In *English Humor,* J. B. Priestley calls humor "an inner atmosphere, the weather of the soul," an original metaphor which invites further extension. What can be done by the teacher of English in order that the inner atmosphere may be perennially clear and that sunny weather may always prevail? Humor cannot, of course, be taught by any formalized methods, but fortunately it is contagious. A teacher is able sometimes just by an inflection of the voice or an appreciative chuckle to reveal to a class the hidden well-springs of delight in Goldsmith or Irving. In the literature class, the pupil may be led to explore new fields in the path of humor, where he may meet Sam Weller, Zulieka Dobson, Tammas Haggart, Jeeves, Mr. Rumbin, Captain Costigan, Tugboat Annie, and other quaint and curious characters who wear the motley. Acquaintanceship with people such as these will broaden the pupil's sympathy, deepen his understanding, and eventually lead him to the self-knowledge that should be the ultimate goal of all education.

In the New York *Sun* for December 4, 1937, there was a pertinent editorial upon the subject of humor, in the course of which appeared the following paragraph: "*Know thyself* is a good formula for those who seek to be intelligent and equally good for those who seek that sense of proportion which is also one form of the sense of humor. If a man is intelligent enough to discover, dissect, and appraise his own sense of humor, he ought to be intelligent enough to discover that others have a sense of humor, too, and that 'a difference in sense of humor is a great strain on the affections.'"

The Des Moines *Register* for November 30, 1937, contained an article that supports even more strongly the thesis that humor is of major importance in the social education of the individual, and that humor should have its place in the high school program: "All too frequently, it may be generalized, the emphasis on humor is a negative one in the classroom. It is made much more important that the pupil know when not to laugh than that he learn a fuller understanding of all of life by being able to appreciate its fun. There is some humor left in life. There should be much of it for girls and boys of high school age. And if, as the more pessimistic feel, there will be less and less to laugh at in the years ahead of them, it is even more desirable that they get in their laughs now."

Should we then leave humor outside the classroom door, knocking forlornly like Hope in Pandora's box? Or should we fling open the door to let laughter in?

Administrators in Conclave

MARY ELIZABETH O'CONNOR

A Report of the Atlantic City Meeting of the American Association of School Administrators, February 26 - March 3, 1938

SIX days in Atlantic City! For a solid year we had been looking forward to it, mixing with our daily work the glad thoughts of meeting this friend and that one from north, south, east, and west; seeing the light spring up on friendly faces, feeling the familiar hand-clasp, the old slap on the back, and hearing the "Well, you old son of a gun!" or "My, but I'm glad to see you again!" that goes with every February meeting wherever it may be held. But Atlantic City is a particularly happy place to meet—the clustered hotels on the board walk, the magnificent auditorium, and the freedom of the sea, rolling in from a world wide force, bringing its freshness of breeze and space, gives us new courage and vision, with a deeper appreciation of friendship. So care slips away, and shoulder to shoulder we start out with new life to solve our problems together once more. The change of name, from Department of Superintendence to American Association of School Administrators, has not been revolutionary.

Saturday—

More people came on Saturday this year. They just poured in. The idea of getting registered early and being at the opening of the exhibits is becoming more popular. This may be due partly to the improvement of the Exhibit. It is much more artistic and educational than it used to be. The arrangement was particularly attractive this year. The booths invited one to linger in places of beauty and helpfulness. Mr. Harold A. Allan and the representatives of firms and organizations participating, surely have our deepest appreciation.

The Secondary School Principals' dinner, given in honor of Dr. Judd, was a great drawing card. President Hutchins spoke on "The Organization of the Subject Matter of General Education," and outlined a plan of starting general education at about the beginning of the junior year in high school, to be completed by the ordinary student in four years, at the end of which time, the sophomore year, he shall be awarded the Bachelor's degree. This would leave two years of college life added to another for a three-year road of advanced study to a Master's degree. He holds to the importance of tradition and the understanding of the great books of the Western world as a necessary basis of general education. Dr. Judd, in his talk on "Specialization, the Bane of Secondary Education," stressed intellectual flexibility, plasticity of the mind, as contrasted with the accepted method of conformity. "Modern life is a curious mixture of law and relations of law, of principles laid down by the fathers, and revised by later generations, of things that one may do but better not do." So we must steer clear of narrow-mindedness, which is sharply contrasted with intellectual flexibility which, in turn, is characterized by universal interest in new experiences. He cautioned about suppressing the interest pupils have when they enter school and keeping curiosity or universal interest in new experiences alive.

•

Did you notice on opening your program the pictures and short descriptive paragraphs on Who's Who on the Program? I wonder whose idea that was—wasn't it a nice one?

•

Sunday—

All the remainder of the Convention arrived, including the New England special, and the noise of greeting was just doubled.

•

President Glenn in his gracious Southern manner opened the first general session, the Vesper service. The vesper service is always like a blessing, beautiful, sincere, and forward-looking, a blessing which sets the keynote of the week's convention. William Lyon Phelps read us poems—"Truth and Poetry," he called it, but to most of us poems in their simplicity and beauty, their pathos and love, their purpose and struggle, and their common experience. Once again we had been to church, and this time we were so glad we had gone!

•

Sunday evening there was a joint session of Legislative Commission and Educational Policies Commission, and such a meeting! If you don't think the educators of this country are interested in Federal Aid, deeply, intelligently, emotionally and rationally interested in it, you should have been there. On the platform and from the floor came evidences of deep intensive thinking and decidedly different opinions. At such a

stage in discussion, no conclusion could be safely reached. Federal aid and its dispensation, local control and equalization of opportunities are all points upon which every teacher should be reading and thinking most seriously. What kind of Federal aid do you want, and how do you want it handled?

Oh, yes, there was much more than this that happened on Sunday, but I attended only six meetings that day, so I can give you only a glimpse anyway.

•

Monday—

Dr. Payson Smith presented an honorary life membership to Dr. Judd, who delivered an address on "Facing the Future." He called attention to the trend toward a reconstruction of the administrative units of the educational system, and a second trend of new conceptions regarding vocational education and general education. He believes "that the crazy combative patriotism that plainly threatens to destroy civilization today is very largely begotten by the schoolmaster and the schoolmistress in their history lessons." Adult education and scientific study of educational problems should command the support of us all. This was one of the outstanding addresses, and well worth studying.

•

Dr. Stoddard, superintendent of schools in Denver and chairman of the Educational Policies Commission, gave a stirring address on "The Challenge to Complacency," and it was a real challenge. Let us hope you are not one of those humans who retreat with this complacency, "a smug excuse for justifying inactivity—a self-satisfying alibi for lack of concern about many of the problems of life." Two classes of people are not complacent, crusaders and scientists. Let us hope you are a practical thinker in one or both groups.

•

Monday evening Caroline Woodruff, president of the N. E. A., presided over the general meeting, whose outstanding feature was a "Word on Education," from Helen Keller. As we looked and listened I am sure the traditional line, "How can I hear what you say when what you are is ringing in my ears," had a new meaning—for here stood a great soul who had risen above the lack of sight and sound to world vision, understanding and sympathy. When she was asked if she could have but one desire fulfilled, what would it be, and that audience sat all ready for the answer, "my sight," instantly came her response, "World peace." I am sure over many came a deep satisfying thrill and a resolve—"I will never complain about little things again." That's how I felt, too!

•

This same Monday night was McGuffey Night, a night for the Elementary School Principals' banquet at which for entertainment an old-time school reading in McGuffey Readers was reproduced with outstanding educators as school officials and scholars. It was delightfully done, and such fun! Willis Sutton was a very good bad boy, and Florence Hale was a perfect moron. Katherine Blake in the first grade at "six and a quarter" shared honors with Joseph Rosier, who walked over furrows and read with serious halting rural labor. A dozen others cleverly took us back to days when reading was a moral as well as a mental goal attained with much faltering effort.

•

Tuesday—

"Youth Education Today" in its various phases was discussed by Dr. Oberholtzer, beginning with public education as a tradition and extending through youth organizations of our present time.

Edwin A. Lee, in his talk on "Occupational Adjustment," described the survey known as the N. O. C. Occupational Tour for Superintendents, in which thirteen superintendents in May, 1937, visited eight different communities, and saw at first hand one or more phases of occupational adjustment exemplified. His three-point program consists of occupational guidance, training and placement. He laid the final responsibility for occupational adjustment of youth in any given town at the door of the superintendent.

•

Tuesday evening brought a delightful "Good Neighbor Program." School children, in costume, gave Irish, French, and English folk dances, beautifully done, with appropriate music, and followed by a masterly address from the Hon. H. K. Hugesson, K.C., of the Senate, Canada.

Mexican music and folk dancing preceded an excellent and most enlightening address on the background, and development of the present educational system in Mexico. It was given by His Excellency Dr. Francisco Castillo Nájera, Mexican Ambassador to the United States. "The educational program of Mexico is the most important cultural experiment taking place in the world today." From the nursery school on through not only elementary and higher education she must shape her course in adult training, urban and rural, through the army itself, a tremendous task in which she has our best wishes and hearty cooperation.

The old American square dance and the Big Apple introduced Assistant Secretary Francis Sayre's address on the "American Spirit." The three principles of this American Spirit he sees as tolerance, individual liberty and democracy. These principles must be in-

grained into the generation we are shaping and this same "American Spirit" must be interpreted in its relations to other nations. Lasting peace can never be won through mere emotional appeal. We must toil for it on sound economic and political foundations with more intelligence and less flabby sentiment.

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Wednesday—

George F. Zook, in his address, "Teacher Education in the United States," pointed to some weaknesses in our present teacher training situation. Among these was a need of basic knowledge in biology, psychology and sociology, and a need for the faculty of a teacher education institution to exercise leadership among school systems of the area in which it is located. "Our purpose," he says, "is to produce an individual who knows what the place and significance of education is in American life, who can diagnose the needs of individual children and who is self-reliant and self-generating in applying teacher procedure." What a different person that is from some that our teacher colleges are turning out!

President Conant, of Harvard, in speaking on "Higher Education in This Democracy," addressed himself primarily to the question of "Higher Education for Whom?" "Jefferson proposed to train an intellectual aristocracy," but culling the natural aristocracy from every condition of our people is much more complex and difficult than Jefferson imagined. President Conant believes we do not need to increase the numbers in universities, but should replace perhaps half of what we have with students of more talent. He proposed to adjust scholarships to the needs of students to help bring this about. Later Dean Holmes at the Harvard Lunch expressed the same problem in another way, when he said: "In this mass assertion with its trend to give to the underprivileged, how shall we save quality?"

DR. CHARLES H. JUDD (right), chairman of the Department of Education of the University of Chicago, receives the 1938 American Education Award of the Associated Exhibitors, at their fourteenth annual banquet, held at the Traymore Hotel, Atlantic City. The banquet, with 1,600 attending, was one of the outstanding features of the convention. EARLE F. OPIE (left), of Chicago, retiring president of the Associated Exhibitors, made the presentation.

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On Wednesday evening the Friendship Dinner was a great success. Imagine twenty-five hundred seated at one banquet, with music, delicious food and excellent service. Then add to this a splendid program of more music and speeches: "Words of Wondrous Wisdom" that provoked constant laughter. No need to say Florence Hale won the prize. The Ice Carnival was a thing of joy for ever. You may not know the skaters in this country, Canada, and Norway by name, but they were there in fancy costumes, and exhibited marvelous, graceful skating. The lighting effects, the decorations and the beauty of skating were dazzling. Such a rare treat in grace and daring!

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Thursday—

A radio demonstration, with a prologue by Admiral Byrd, presented by players of the Columbia Broadcasting System was so realistic that I am sure the school children throughout the country must have thought it was Little America all over again. At the dinner to Admiral Byrd in the evening great tribute was paid to this "pioneer-adventurer-seeker after knowledge." His courage, patience, and fidelity were extolled by several speakers in glowing terms. But Admiral Byrd's great message was Peace. Out of confusion, he cautioned, grow dictators and Fascism—never Democracy. Democracy grows from co-operation, not dissension. Those who would create confusion and breed war are cultivating the promotion of some form of dictatorship, not democracy.

In paying tribute to Admiral Byrd, Dr. Sutton pointed out how this man's life and work drove home that all sustaining thought, to be ever with us—"Man is greater than any of the things around him."

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Frank Gregor, Jr., advertising and sales promotion manager of Ditto, Incorporated, Chicago, was elected to the presidency of the Associated Exhibitors of the National Education Association.

Mr. Gregor is already well known in the educational field as the originator of workbooks

(Continued on Page 142)

Transfer of Learning Not a Myth

FRANK HENRY SELDEN
Lundy's Lane, Pennsylvania

SOME years ago there arrived at one of our large universities a new head of a department who was, and is, nationally known as especially competent in psychology and its application to educational methods. At that time one of the recurring discussions of whether a training in one subject carries over into other subjects was in full swing. For some reason a number of persons from various faculties who were particularly interested in this question were called together and the recently arrived authority gave us a very careful and lengthy discussion of the question, going over the mass of accumulated data proving that training in one subject does not carry over into other subjects or result in general development of any mental power.

Then, after all the theory had been given us, he straightened up, looked at us in a very serious manner, and said: "But we know it is not so. Our experience disproves the whole mass of accumulated evidence. There is certainly something the matter with the evidence." There the discussion stopped, but my study of this question did not stop. Since then I have had opportunity to test out this theory in many ways in my own dealings with young people, and advanced students, including those with higher degrees, as well as keeping careful watch of what others have done. The recent article in the Journal of Education by Frank M. Rich on "Famous Fallacies," in which he discusses this question, recalls some of my experiences and conclusions that may be helpful to others at this time.

In studying this question there are three factors to be considered: First, the methods used in making the test; second, the type of persons used in the test; and third, the material or subject matter used to produce the intellectual change. All the tests so far recorded, so far as I know, have been made by those thoroughly habituated to traditional methods of using the traditional subject matter in the traditional way on ordinary groups of ordinary boys and girls. This being the case, we have no right to form any conclusion as to what might be accomplished. We can only conclude that the traditional subjects taught in the traditional way to the ordinary type of boys and girls in ordinary groups do not result in the development of any general powers or any general improvement of the group as a whole which carries over into other subjects. With this conclusion we may all agree.

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The next step would be to see if there is any carry-over with any individual unit in the test. Has there been any carry-over of any mental power by any one of the members of any class in the group? If there has been, then the conclusion must be that when all the factors of the test are properly harmonized there will be a carry-over, and that only because some factor has been imperfect has the test resulted in the general opposite conclusion.

That there has been some carry-over by some of the pupils in all of the tests seems probable from the reports, although in an average of the whole there may appear to be no such development. Another factor which has been overlooked is that of a positive lowering of general ability of some pupils as a result of studying (or pretended studying) of subjects in which they have no interest or a positive dislike. After separating out these two fractions of the groups, we have left another and large fraction —those who "take" whatever the teacher directs, with neither interest nor opposition. It is rank nonsense to suppose that such efforts would lead to any material change in the mentality of these pupils.

From this analysis of the problem our question becomes: Will the use of the proper type of subject matter applied properly to some one individual cause a general awakening of the whole mental capacity or the improving of any other capacity than the one directly under discipline? To this the answer is undeniably that such proper use of school facilities will carry over. This I have many times demonstrated, and it can be demonstrated in any school where there is a teacher who knows how to select the proper subject matter to fit the pupil's needs and teach it as it should be taught.

With proper subject matter properly taught, substantially all that large class of boys and girls now set aside as subnormal can be brought up to average and often superior standards in all the essential subjects. There is abundance of records of actual accomplishments in dealing with such problem pupils which leaves no question regarding this statement. Why is this not being done? Because of the

fallacy that we must hold to the general type and purpose of traditional schools because this is the only type those now in control can either administer or teach.

The most famous fallacy of all is that boys and girls were made to fit what teachers happen to want to teach, rather than that the schools ought to take boys and girls as nature provides them and give them the instruction they should have. When this fallacy is fully realized we shall then be ready to recognize a number of other fallacies of secondary importance, such as that we can educate modern boys and girls with subject matter that belongs to a bygone age; that we can teach mathematics as a memory drill and have it develop reasoning power; that committing to memory isolated facts from science to pass an examination makes scientists (or lovers of science) of the memorizer; and that memorizing trade processes in a trade school is fitting for modern industry—a most expensive fallacy.

It is the fallacy of assuming that there can be no carry-over that has led to the nonsense of attempting to force pupils to memorize bits of information from almost every conceivable subject to the injury of young people, the disgust of parents, and bankruptcy of the taxpayers. There are many fallacies in our present administration of public education, but they are not likely to be eliminated, because those in control have been so thoroughly indoctrinated with out-of-date theories by memory drills that they have not developed their general intelligence.

The above mentioned and many other fallacies must be overcome, and we must have a personnel that have minds capable of carrying over into the ever developing new fields of learning before we can have modern schools. When this is done and our schools are brought up to modern standards and each pupil given proper instruction, then we shall find that the carry-over is so great that we can simplify the course of study for each pupil, limit the variety of subject matter, teach it better, show a far greater progress from year to year, eliminate much of the repeating, and do away with substantially all of the troublesome criticism of the schools by parents and taxpayers. We shall then find those who dominate the administration of public and private education making some progress toward more efficient schools, rather than seesawing over how they can force all young people to stay in school all day until they are twenty-one and then continue to attend evenings the remainder of their lives.

Close-ups of Good Teaching

ORLIE M. CLEM
New York University

A Junior High School Assembly is seen in lively action in this Fourth Article of Dr. Clem's inspiring series.

THE next classroom is a *junior high school assembly*. The program is in charge of the staff of the student newspaper, and the subject, "Getting Out the Paper." The president of the student council is in charge of the program, and presents the various members of the newspaper staff. The editor-in-chief shows that the student newspaper is a huge, co-operative enterprise. The organization of staff, the gathering of news, the writing of news, the arranging of copy for the press, the actual printing, the distribution of papers, the management of finances make the newspaper the greatest single project in the school. The editor-in-chief also shows the main aims of the student newspaper: integration of school spirit, learning to read a newspaper, values in English, as a hot-bed for various school projects. The editor-in-chief calls attention to his own ultimate responsibility for the success or failure of the paper. He explains the departmental system and the general nature of an assistant editorship. Assistant editors representing athletics, clubs and class organizations, society and literary, present a discussion of their duties. A few special editors representing book review, cartoons, and chatterbox explain their duties. The exchange editor explains the method whereby copies of the local paper are exchanged for other student newspapers. The business manager discusses the financing of the paper, the methods of circulation, and the duties of circulating and advertising managers. The various phases of news gathering, news writing, and printing are set forth by the proper representatives.

At the close one felt that this

assembly program had all the desirable features. It was concerned with the most important student project in the school. It possessed unity and comprehensiveness. The program revealed the school to its pupils. It was instructive and possessed splendid guidance values. Above all, it was interesting to pupils. They were fascinated by the individual duties and responsibilities of their fellow students and by the manner in which the individual duties fitted mosaic-like into the whole project.

The next classroom also involves an assembly program. The program consists of political speeches for previously selected candidates for school office. Each speaker presents the name of his candidate, and a nominating speach as in a national party convention. In these speeches issues and platforms and personalities are discussed. Throughout the entire procedure, even though criticism is vigorous, all speakers and pupils reveal elements of sportsmanship highly commendable. The speakers seem to be accustomed to politics and the arts of politicians. One speaker presents a presidential candidate, a politician of many struggles, as the "Happy Warrior." Another candidate is sponsored as an efficient secretary because of his scholarship in bookkeeping classes. Elements of past record, present scholarship, and dependability are thoroughly reviewed in the case of most candidates. Nowhere has the writer seen in the teaching of the social studies a closer replica to life outside the school. The speakers were gaining experience in the game of policies, its virtues as well as its vices. They were learning to receive criticism without heat. The students were learning in general to distinguish sophistry and sanity, rhetoric and logic, character and trickery. They were developing an immunizing self-protection against propaganda and superficiality. This assembly was a seedbed of real democracy. It represents the great need of American democracy today.

Balance the Time Budget

V. H. CULP
Department of Education
Northern Normal and Industrial School
Aberdeen, South Dakota

IN the past decade the schools have gone in for extra-curricular activities in gluttonous fashion. People have let their imaginations go sky-riding and have made various and sundry offerings. The writer does not for a minute want to condemn this program in toto, but wishes to uncover and expose numerous abuses. In fact, there is a real need for this socializing program, but the whole affair has been administered in a careless and haphazard fashion, especially in small school systems of the land.

First—In most school systems it is literally a case in which the right hand knoweth not what the left hand doeth. Students are encouraged or required to take part in extra-curricular activities. On the eve of a school event the teachers make their usual assignments and apparently do not know that the students are required or encouraged to take part in or attend the activities. As a result the students have to burn midnight oil or not attend the scheduled events.

Second—These activities have lengthened the school day to include many after school or evening practices. The business man or laborer says goodbye to his work at six o'clock and devotes the remainder of the day to other activities. The student's working day often begins at eight o'clock and lasts until eleven o'clock at night. Doctors and nurses affirm in public and in private that the student's life is too strenuous. Education claims that health is one of the major objectives of an education, yet the program is made highly competitive and the students are spurred to give their best efforts to two distinctive programs. There should be the closest co-operation between the teachers and the directors of the extra-curricular activities — it should be a planned program instead of a helter-skelter affair. The athletes who give long hours to practice should have a sensible program rather than engage in a strenuous, mad race to be at several places at the same time. The same applies to people engaged in music activities and other worthwhile programs. In many schools the students take part in too many types of activities and neglect their regular high school studies. School authorities limit the number of high school subjects a student may take, but often say nothing about extra-curricular work.

Third—It is nothing uncommon to hear of teachers who succumb to a nervous breakdown or need constant medical attention. The teachers are

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given a program that is far more arduous than that followed by the professional or business citizens. Besides doing their regular work the teachers are required to take charge of these extra-curricular activities. School work itself is a constant drain upon nervous energy; but the work in extra-curricular activities is doubly so because it is after regular hours and often has a highly competitive element. Besides correcting a stack of English papers, the English teacher must supervise the school paper and engineer the forensic program. Another teacher may teach history and coach athletics or direct the band or orchestra.

The teachers know that they are prostituting their health, but a refusal to do this work would mean professional decapitation. The guillotine is too often used upon those who do not produce superior results to satisfy the vanity of the home folks. In many systems the teacher is not judged by his or her ability to teach, but by the competitive results in the extra-curricular program. The amount of work required of teachers who perform these additional services should be materially reduced in the interests of all concerned. In some systems the teachers are asked to spend long hours preparing courses of study, and of necessity they neglect their regular work. And then parents, pupils, and supervisors are surprised and incensed when these teachers lack energy, patience, or efficiency. This teacher-killing process may be considered a professional ordeal, but it cannot be called ethical.

Fourth—It is the fallacious practice of many schools to perpetuate a superiority-complex program. Liberal sums of money are spent on a few talented individuals who do not need the additional training. The other students sit on the side lines and exercise their lungs to glorify Old High. The large majority of students in such high schools are not sufficiently socialized or prepared to take their place in the varied recreational activities of life, except in the role of on-lookers. The practice is not democratic and smacks of an artistocratic philosophy. While many educators are justly opposed to the highly-developed competitive activities in the schools, the writer believes that the present program might be reorganized and redirected and at the same time utilize a portion of the hero-worshiping program.

Fifth — Superintendents of public instruction and other accrediting agencies have made rules about the number of classes the teacher should teach. And be it added those rules

were truly made for the good of all concerned. In many schools the teacher uses as much time and energy on the extra-curricular work as is required for the regular program. The very purpose of such regulations has been defeated by boards of education and superintendents. These accrediting agencies ignore the facts in the case and approve all kinds of flagrant abuses. Why do not these agencies withdraw their regulations, or make new regulations which will cover present conditions, or admit that they are not interested? This educational farce should be discontinued at once because it is seriously interfering with the schools of the country. The whole scheme of extra-curricular events has many practical implications, but it should be a planned part of the school program. The pupils, teachers, and the activities themselves need a carefully directed administration. Limitations providing for a limited number of activities are imperative. The writer suggests that proper rules and regulations be made at once by boards of education, superintendents, and accrediting agencies. The work of both pupils and teachers will be more in keeping with reasonable requirements, high school work will be of a higher grade, and the time requirements for many pupils will be drastically reduced. Why not let those engaged in school work live normal lives, enjoy a few leisure hours, and relegate this night work to the ages when laborers worked twelve hours a day and were slaves of their occupation?

English Project: *See Your City*

MERLE E. IRVIN
Lindblom High School
Chicago, Illinois

Excellent material and motivation for theme writing were realized — plus other benefits.

LIKE a few thousand other English teachers I started out last semester assigning a get-acquainted theme on how the student had spent his summer vacation. One freshman wrote an interesting story of how having been disappointed in getting away in the summer she had set about to see Chicago's places of interest. We talked about this theme in connection with our principal's suggestion at the first faculty meeting that all pupils be encouraged to become acquainted with their city.

Not long afterward we were all assembled in our auditorium to hear the radio presentation of President Roosevelt's dedication of the new Outer Drive Bridge, and here it was suggested that credit be given in English classes to those pupils who would visit the bridge and make a report upon it. Thus, as a culmination of several ideas was launched the "See Chicago" campaign, which has motivated a whole semester of composition, transforming the drudgery of our English II course into a dignified and enjoyable project.

Our first task was to make out together an alphabetized list of places to visit. This list of forty places was mimeographed and a copy added to each notebook. Students were then asked to set down places already visited and to contract for as many others as they could reasonably expect to visit. It was explained that the class period would be given over to laboratory work in textbook grammar and composition and that sight-seeing as a leisure-time activity would constitute the "unfinished business" outside of school.

For two months students were stimulated in various ways to travel about town. In the early fall when weather was good and days were long, there were individual reports several times a week, and on Monday special time was allowed for oral compositions on week-end trips. On three occasions there was correlation with groups: The Art department chartered a bus to the Art Institute; a business training class visited the Airport, and the Library Club toured the University of Chicago campus. Illustrative material was kept on the bulletin board.

Before Christmas each student had tentatively outlined his final notebook. He had given a title to his "book," prepared the cover, the title page, and index, and had written his preface. By this time the scope of the project had broadened to include not only the recognized places of interest in our city, but other sources of wholesome recreation such as movies, radio programs, leisure-time reading, and other hobbies. We put our point of view into words something like these: "Imagine that it is twenty years hence and your son or daughter is rummaging in the attic when he comes upon your notebook. Try to make him, or her, see you as a high school student in Chicago in 1938. What interested you? Where, how, with whom, did you spend your leisure time, and what did you get out of it?"

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Following vacation we started

writing up our trips. Most of the writing was done in class. Sometimes pupils exchanged papers for correction. More often the teacher corrected the papers individually, reading aloud to the group the best pieces of work. It was difficult to get pupils to write personally of what they had seen and heard rather than to copy what has been written about places and things. Unless the teacher is wary, such a notebook as we undertook can become a mere compilation of pictures and copied material. Our last step was to rewrite the papers, assemble them in proper order with illustrations, and write a conclusion.

One child ends abruptly as follows: "At last I have finished the projects. It has been a nightmare." On the whole, however, students have sincerely enjoyed their jaunts with boy-friend or girl-friend or a member of the family to the Field Museum, the Rosenwald Museum, the Brookfield Zoo, the Pet Cemetery in Hinsdale, the Planetarium, the Aquarium, the Garfield Park Conservatory. Not a few children have doubtless found it easier to get to the movies because their English teacher recommended "The Life of Emile Zola" or "The Good Earth," and whole families have been introduced to "Hobby Lobby," the Ford concerts, and the General Motors hour on the radio.

To quote: "The project was not all 'peaches and cream.' I had a hard time finding locations, and I was shy about entering big buildings. But the semester has been profitable and interesting."

"The book was not easy to make, but I can honestly say I enjoyed it."

"I have spent many hours writing, but I have enjoyed every minute of it."

"It has been a lot of fun visiting buildings for an English assignment."

Not all the books indicate either appreciative observation or careful workmanship; some, of course, are proudly and handsomely done. One can only hope that in addition to providing material for composition, seeds have been sown for a fuller, richer enjoyment of leisure time in all the years to come.

North Dakota on the Air

RITA A. MURPHY
Bismarck, North Dakota

THE Bismarck public schools in January launched their second year of radio broadcasting with a new series of historical sketches known as "Stories Out of North Dakota's Past."

This is probably the most ambitious school-sponsored radio program ever attempted in the state. The fifteen-minute broadcasts at 9 o'clock every Saturday morning over station KFYR will depict in dramatic form the history of the state from the early explorations of the fur traders in the 1700's to admission into the Union in 1889.

North Dakota, with its colorful background of Indian uprisings, fur traders, missionaries, steamboating on the Missouri, and the Lewis and Clark expedition, is a fertile field for historical drama.

The scripts are written by teachers in the schools, two teachers being assigned to each topic. A general committee of five supervises their preparation, revising when necessary. The typing is done by the advanced

TO OLD VIRGINIA

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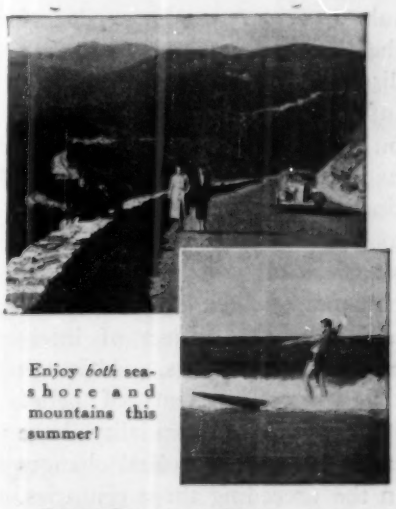
"Explore" the magnificent Shenandoah National Park. Take its thrilling Skyline Drive. See the caverns, Natural Bridge and Natural Tunnel . . . "miracles of stone" . . . and, remember that Virginia's seashore is always nearby, with fine resort hotels to fit any budget.



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commercial students, and high school students do the broadcasting under the direction of a faculty production manager.

Interspersed in the series will be two musical broadcasts by the vocal and instrumental groups in the high school.

Last year the programs were known as "Our Bismarck Schools," and an effort was made to acquaint the public with the various phases of work carried on in the schools such as music, industrial arts, better speech, athletics, etc. Faculty committees wrote the scripts, chose the cast, and supervised the broadcasting of their own program.

"STORIES OUT OF NORTH DAKOTA'S PAST"

Radio Programs Offered by Bismarck Public Schools

9 a. m., C. S. T., Station KFYR, Bismarck, North Dakota

Jan.	22	The Constitution in Every Day Life
Jan.	29	Early Fur Traders
Feb.	5	Navigation of the Missouri
Feb.	12	The Lewis and Clark Expedition
Feb.	19	Sully's Expedition
Feb.	26	Custer's Expedition to the Black Hills
Mar.	2	Pioneer Boy Scouting
Mar.	5	The Battle of the Little Big Horn
Mar.	12	Vocal Music—High School
Mar.	19	Discovery of Gold, and Ranching in Southwestern North Dakota.
Mar.	26	Freighting and Mail to the Black Hills
Apr.	2	The Marquis De Mores
Apr.	9	Roosevelt in North Dakota
Apr.	16	Instrumental Music—High School
Apr.	23	The Constitutional Convention

Radio Committee

Myron H. Anderson, Chairman
Rita A. Murphy
L. Beatrice Miracle
Mabel Olson
Ralph W. Soule

The plan followed this year of leaving production details to a central committee seems more efficient.

Station KFYR in Bismarck is a 5000 watt station with the second highest antennae in the United States.

New Goal for Physical Education

ADAM A. HILLEBRAND
Physical Director
Summer Avenue School
Newark, New Jersey

Joyous bodily activity can contribute much toward the building of mental health habits.

SINCE the beginning of human history many prominent and conscientious thinkers in various fields of study have delved deeply into the realm of matter to discover its true substance. As the result of their scientific work startling discoveries were announced not infrequently, and human ambition and endeavor were naturally turned into that direction. Things material have been looked upon as real and substantial; all the material phenomena of life have more or less been the subject of interest for generations. Although the different systems of belief in matter's substantiality have undergone many radical changes in the preceding three centuries, no satisfactory conclusions were reached.

Toward the close of the nineteenth century physical scientists have been able to split matter substance into the smallest material particles called atoms. Recent research and discovery in the physical sciences have proved the common belief that matter is an indestructible substance or entity to be erroneous. It is now affirmed by physicists that the atom is itself composed of thousands of what are called electrons, manifestations of energy, or force. If we reduce, by means of mechanical and chemical processes, any material object to its ultimate limits, there remains nothing of our material object but a form of energy or manifestation of force in which every characteristic of matter and the object completely disappears. Thus, from the physical standpoint, matter is seen to be the appearance, externalization, projection, or objectification of force or energy; and consequently what we touch, see, hear, taste, or smell is in fact force. Matter, therefore, is a manifestation of force; and not what it has been supposed to be.

This brings us to the viewpoint of materialistic psychology and philosophy, from which it appears that the faculties of seeing, hearing, touching, tasting, or smelling are in themselves mental impressions of force, or energy. The object which cognizes or is cognized is a mental phenomenon experienced in consciousness. We are, then, conscious of existence mentally, and the things which we are conscious of are mental impressions objectified or externalized. Thus, existence with all its activities, appearances, and manifestations is in fact wholly mental.

Life, with all its experiences, as a state of consciousness is now realized more and more by leading scientists of philosophy, natural and physical science, and by many reputable physicians and surgeons both here and abroad. Dr. Alexander Findley of Scotland, for example, in an address before the American Chemical Society recently, made a statement that "matter is a

vacuum as empty as the sky, and the most we know about it is that it is almost entirely space. It is almost as empty as a perfect vacuum." The American Bell Telephone Laboratories in a recent statement in the press find that "life is inexplainable in material terms; that ultimate division of the life energy in every cell is not explainable in terms of material physics. In other words, it corroborates the belief that all life is of metaphysical origin." And here is a statement by Professor James J. Walsh, medical director of the Fordham University School of Sociology: "The body is just as mysterious as the mind and while we know a great deal about it we are beginning to know how much there is about it that we do not know. The mind and body are not two separate things, but are one thing. The mind represents the principle of life in the body, and the two are so intimately associated that there is only a mental distinction between them."

Now, if the findings of these and many other eminent thinkers are true (and reason forces us to believe that they are), then our educational systems must undergo a drastic change in the future. Our basis of thinking must be brought out of the so-called material realm into the mental, and we must reach conclusions preceded by mental, spiritual premises. It is evident, then, that only future investigations along these lines of reasoning will reveal more about the true nature of matter.

Having seen in the preceding discussion that all matter, including the human body, is merely the objectification of consciousness, we must come to the ultimate logical conclusion that we deal primarily and fundamentally with mental instead of material things in our daily affairs. This basic way of "dealing with things" must evidently be the natural and normal way of thinking and acting. Education has been defined in part by one of the leading dictionaries, as "The systematic development and cultivation of the natural powers." Physical and health education, being a part of education in general, is the systematic development and cultivation of sense impressions; it is the planting into the consciousness of the children of such mental qualities as give enduring satisfaction; it is primarily and fundamentally the habitual unfoldment of a harmonious state of mind; it is, in a few words, real character building.

Many of our leading medical practitioners tell us that the real causes of disease and ill health are such negative qualities as anger, hatred, jealousy, pride, greed, fear, and the like. "These baser passions react adversely against the body," said one physician at a recent medical association meeting. Dr. George W. Crile of Cleveland has said: "Man cannot fear, he cannot hate, he cannot worry intellectually — he fears with all his organs. . . . The emotions, worry, fear, hate and jealousy, affect every cell in the body. Some organs are stimulated, some inhibited; all are disturbed; waste products are increased, foundations of certain characteristics of human diseases are laid." It is entirely plain that if sickness is caused by such states of mind, opposite states of thought must be the remedy. Physical and health education, with its various joyful activities, can contribute more toward the building of real and true mental health habits than any other educational agency. In view of this, the real purpose and aim of physical and health education should be to develop such positive, constructive, and enduring mental qualities as joy, gentleness, kindness, courtesy, meekness, considerateness, generosity, faith, ambition, courage, energy, justice, moderation, unselfishness, obedience, self-confidence, and real sportsmanship.

As progressive educators in health, bodily exercises, and recreation, we should look behind the material veil and recognize the absolute value of things; we should exchange relative and mutable objectives and aims for enduring and absolute purposes. Then we will not stand on fluctuating beliefs and opinions, but will build on solid foundations. We will learn how to give each thing its true value, and we will reap lasting benefits and real results. Having such a high goal in front of us, we will educate our future generations infallibly into purer states of health, harmony, and citizenship, which are the most precious foundation stones of a higher and nobler society.

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CUNARD WHITE STAR

Dam the Thing

ARTHUR FLETCHER, Editor
New Jersey Educational Review
Newark, New Jersey

WAR today is undeclared. Thus the rattle of this typewriter and the rattle of guns in the Far East are the same to the legal master minds.

To talk of preventing war is academic. To assume that education for peace can prevent war is anachronistic. Preventing its spread is the only move left.

For American educators to rest their oars on the Detroit anti-war resolution would be to withdraw to an ivory tower, an ivory tower which would crumble to the sputter of the first machine gun. On the other hand for educators organized as such to plead a special interest in peace is to run the risk that the public will discredit organized education's other and (to it) more pertinent objectives.

This is not to say that educators should not be concerned with preventing the spread of war. It is not even to mean that organized teachers should ignore the problem as out of the scope of their activities.

Modern industrial society created schools and developed general education in response to an imperative need for a literate population. Seen so, education is social insurance, not necessarily for the preservation of the status quo, but social insurance for the most efficient adaptation to our environment, whatever science may make of it. If education in that very broad sense fails, war, which is in itself a failure to adapt, may wipe out society as a penalty.

Our premise is that organized education must not prejudice its more immediate aims, by drawing public censure for overemphasizing a cause not strictly educational. This is not a moral absolute, but simply a reflection of the theory that America is so placed on the social scale that public opinion on such action from teachers would be negative.

In France, teachers' organizations played a full part in the victory of the Popular Front. Spanish classrooms have lost their masters on the battlefield. In America Fascist elements have not yet coalesced and when the swastika parades we laugh.

War is another story. It is here.

If the sometimes shiny faces you greet anew each Monday are not to roll in the mud of another No Man's Land, teachers, hand in hand with other citizens, must dam up war before it engulfs us all. There are two courses open: one is isolation; the other, collective action against the aggressor. Genuine isolation would involve cutting off all trade with the warring parties, consequently a serious dislocation of American economics. Co-operation, implicit, in Roosevelt's Chicago speech, also has its price.

The educator, in the fight to prevent the spread of war, is more important in his relationship to society than in his relationship to other educators.

An Exam-Time Parody

ROBERT WHITFORD
Library Assistant
College of the City of New York

Once long after midnight eerie, while I studied, meek and weary,
Many a faint and hazy subject that I should have learnt before,
While I plodded, half in sorrow, for the dread exams the morrow,
Suddenly I heard a rattle, not unlike the din of battle.
'Tis the milkman, I decided, as he rushes past my door—
Only this and nothing more.

Ah, distinctly I remember it was not far past December,
Christmas hangings even lingered over windows and the door.
Fearfully I faced the morrow;—vainly I had sought to borrow
From my books enough of knowledge that I might remain in college,
That I might avoid that order posted near the Office door—
To be gone for evermore.

Presently the noise grew stronger,—simple rattle now no longer,
But a howling and a screeching, as of anguished souls beseeching,
In a loud lament far-reaching, mercy from a fate in store.
And I shuddered as I wondered what my own Fate would outpour;
Optimistic'ly I wagered that I'd pass as heretofore,
But my fears said "Nevermore."

Flinging open wide the portal, aid to give the shrieking mortal,
Ready for a valiant rescue, as King Arthur's knights of yore,
I was blinded by the blackness,—darkness there and nothing more.
But the moans became still louder till they made a deaf'ning roar;
Then above the raging tumult rose these words at which I swore—
"Signing off at half-past four."

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THE BUILDING OF OUR NATION

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Playing Nursemaid

A Pennsylvania first grade teacher writes:—

"Last fall I invited the mothers of my pupils to my school one afternoon. When school closed, fifteen of the eighteen mothers rushed to their children to help them find their wraps and put them on. Two of these mothers, on leaving, asked me why I did not help the children more. My reply was that I had worked for months to train these children to wait on themselves. These mothers seemed not to be pleased. Perhaps they supposed I should be nursemaid to the children. Some of them still have nursemaids at home who wait on them hand and foot.

"I wonder if this happens in other school districts and what should be done about it."

•

ANSWER—Yes, it does happen in all too many places, especially in the more "favored" economic areas. In a certain city I recently visited an elementary school whose building has a large, almost circular corridor. The principal told me that when the school closes this hall is nearly filled with mothers, each looking for her child to take him home. Some even come for children in the fifth or sixth grade.

You ask what to do about it. You have made a good beginning. Do keep on in this direction. I hope that many other teachers will emulate you, and that your principal will encourage you in this good work. There ought to be a concerted program by all the teachers in the better economic areas, to try to change the attitude of parents who are making their children too dependent on them.

Here is a strong argument for teachers to become active members of the Parent-Teacher Association, and to bring up for discussion the matter of home training in self-reliance.

This problem you report will increase, since the number of one-child families is rapidly growing; and it is the only-child who is likely to be most dependent on his parents.

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Full of Excuses

Here is a letter from a mother of a kindergarten child:—

"I take and go for her every day. She always has a new excuse. Sometimes we are almost there and her stomach hurts, or the elastics are too tight on her panties, which I have fixed. She cries when I leave her at school. Right now she has run out of excuses, but will not go into the school building unless I go with her, and cries when I go out. The teacher is lovely, and takes her into the room in spite of her tears, and she seems to like it after she is in the room. . . . I have tried taking some of the favorite toys away from her, but she doesn't care. I have given her a gold star for going into school alone, but that only worked a few weeks. She is very stubborn, and tries to get her own way if possible. Peter sleeps during school time. Peter is two."

•

ANSWER—Why not go on with the stars? Let her know that when she gets five stars, say, she will receive a small prize; that when she gets ten or fifteen stars the prize will be a better one; and so on, until the problem disappears.

But it may return again, chiefly because of little brother Peter. He is at home and receives much of the attention and love she covets. Show her more affection at home. Read a great deal to her, you and Dad. Praise her when she is good, especially when she is kind to Peter. Never compare her with him in any way. See that Dad and other relatives give this little girl due attention, and that Peter respects her possessions. Ask some of her classmates to stop in on their way to school, and to come to your home to play with your daughter. Persuade her to go to their homes occasionally.

Help her to get along without so much attention from you, to be more independent of you, and to feel happy with other children. Go away from home a day or two occasionally, beginning with shorter periods, leaving both children in good care.

Never argue or explain about school. You already have talked too much. Express no doubts about her going. Take her going for granted and show no feeling at all about the matter. See that she goes when not ill. When in doubt, take her temperature. If she has no fever and still

says she is sick put her to bed for the day without radio, books or toys, with not too good food, and very little attention. Continue to take her to school, if necessary for safety, but leave as soon as she arrives on the school grounds. Don't go inside or linger to look back. Remember Lot's wife. Enough tears are shed on any day in a big city by children whose parents look back to make a pillar of salt as big as was that saline spouse.

Famous Fallacies . . .6

More Schooling

FRANK M. RICH
Principal, Public School No. 2
Paterson, New Jersey

"KEEP the child in school" is a slogan that has been increasingly popular in America for many years. The economic abundance in our country has made it possible for most families to keep the children in school as long as the teachers and children could stand each other. Organized labor has assisted legislation to raise the compulsory school age in order to keep up wages by getting rid of the competition of youth. An immense amount of personal influence and school propaganda has been used by educators to justify longer schooling. Articles, pamphlets and speeches have broadcast arithmetical demonstrations to prove that every day a child spends in school adds ten to fifty dollars to his life-earning capacity. The demonstration runs something like this. The average illiterate workman gets only about $800 a year for say forty years; the college graduate, $4,800 for forty years; difference, $4,000 for forty years or $160,000. Sixteen years' work in school comes to $10,000 a year; over $50 a day.

Such figuring is a sample of what the book-trained mathematician himself will swallow. Common sense would evidence that there is no more necessary connection between a non-vocational education and an income than there is between an income and a tuxedo, or a set of golf sticks or a membership in an exclusive club. An education, like many other luxuries, is a badge of a social class, a permit to enter a select circle, where the real incomes are produced by influential friends and family connections, inherited capital, and an air of refinement and good breeding entirely apart from anything learned in school.

Perhaps it is time to shift gears and give attention to another one-sided slogan: "Get the children out of the schoolroom." Not preparation for life, but participation in life is the best part of education. Books are a wonderful source of information and inspiration when taken along with some of the concrete life experiences which they help to explain, but the notion that children and youth need unlimited abstract book learning to the exclusion of practically all world contacts, is one of the saddest of educational fallacies. A group of pupils in a cloister, led by cloister bred teachers, surrounded with blackboard covered walls, with only a few books and the sound of their own voices for mental pabulum, are as helpless to nourish themselves into a wholesome growth, as a shipwrecked crew on a desert island is to make a living by taking in each other's washings. A course in supine reading and prattling produces only a generation of supine readers and prattlers. Pupils cannot be inducted too soon into an atmosphere where the emphasis is upon practical accomplishments made in practical ways. "Put your children to work," said Elbert Hubbard, "and send your old men to school." Missionaries of book learning still have abundant room to extend their labors very profitably, not only to the old but to the young and middle-aged in profitable and attractive evening, vacation, and slack-season courses. Children need life, and they need it more abundantly.

No sane person advocates the old-time cotton-mill exploitation of little children, under unwholesome working conditions for nerve and body-wrecking hours, but worth-while education and preparation demands infinitely better contact between the learner and the outside world he is going to live in. Prevocational contacts with the business world through part-time apprenticeship, quasi-vocational activities in the kitchen, workroom and garden at home, alternation of a season of employment with a season of school attendance — all these ideas are eminently practicable, when we get rid of the more-school fallacy.

What's Doing in Art?

Question and Comment Are Invited

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Massachusetts

RECENTLY one Bernard Godwin, said to be an artist, appeared before a congressional committee and stated that there should be a West Point for artists. Applied to the painting that has been done lately in government buildings it is the witticism of the year, Possibly of the decade. It deserves complete publicity.

I know there are teachers of art who could paint murals a hundred times more attractive than many that have been done by "artists" who have decorated capitols and post offices. It is a crying shame that this work has been accepted while men like Leslie Thompson, a dean of Boston artists and art teachers, remain unnoticed.

When the Museum School of Art in Boston decided to go modern several years ago Leslie Thompson was ungratefully cast out of his position. The most absurd consequence was that the Museum School soon discovered that the modernists whom it brought over from London were incompetent.

Resident Artists

The University of Wisconsin and Dartmouth College have gone in for something new. The idea is promising. They have created the position of Resident Artist. The plan is to set up a real studio on the campus where students may find a real artist at work. The artist is to be a man of broad general culture, inspired by the ideals of great art, with a personality that can lift the student into the world of refined civilization. What could be more admirable? This is another position that Leslie Thompson might fill with credit.

The idea of Resident Artist is splendid—a contribution to progress—but people who employ the artist should have a cultivated understanding of art rather than a mere yearning for it.

Some colleges and art schools have been cruel to real artists. The desire to be on the band wagon has made them hire people who paint like schoolboys. They don't know that the able artist with a professional training can paint a "modern picture" according to the principles of true design. They don't know that some well advertised modernists have never accomplished anything of real worth.

Building the Profession

I am glad to say I have a letter from Alfred G. Pelikan. He explains what should be done to give art teachers a place in the sun. He can be looked upon as a real champion. As director of art in the Milwaukee public schools and the Milwaukee Art Institute he holds a responsible position. Last year he did important work for the International Art Congress.

•

Dear Mr. Wolcott:

There are quite a number of smaller art schools that would like the power to grant a degree, but that have a limited faculty and no academic studies. Since art students are required by the majority of Boards of Education to present the same credentials as any other teacher, it is obvious that they must secure this necessary degree. In the Art Institute of Chicago students can take their professional art training in that school and finish their academic work and secure their degree from the University of Illinois. It seems to me that Pratt Institute and Columbia University have similar arrangements.

I am heartily in favor that all those who expect to teach art secure a cultural background to warrant at least a bachelor's degree. I am not in favor of commercial artists securing degrees. On the other hand I see no reason why competent art schools should not have their work accredited by other degree-granting institutions, or in the case of a strong normal art department why these schools could not be chartered and given degree granting powers.

When a degree has been granted, this should be accepted by universities and colleges for admission to post graduate work. Above all, I should like to see the requirements and courses in the teaching profession raised. There is a tendency to overemphasize oil painting, and not sufficient time is spent on arts and crafts. There is growing need for teachers who combine technical facility with intellectual capacity. There is no reason why the profession of art education should not have the same high standing as the other learned professions.

Sincerely yours,
Arthur G. Pelikan.

•

Letter from Columbia

Walter E. Hager, the secretary at Teachers College, sends me a cheerful note.

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WORLD BOOK COMPANY

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Dear Mr. Wolcott:

I heartily agree that courses in Art and Art Education are deserving of recognition in terms of credit. I have read with interest your article on "What's Doing in Art." I am happy to say our offerings permit a student to qualify for the doctor's degree, as well as the bachelor's and master's degrees. A student may offer sixty points in art and art education towards the degree of bachelor of science. For the degree of master of arts, three-fourths of the program may be in art and art education. For the degree of master of science the entire program may be in these fields.

Walter E. Hager,
Secretary.

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Radiant Future

I cannot see anything but a radiant future for American art teachers. Time was when Europe looked upon us as provincial, but now we can look in vain for any artistic activity in Europe that compares with ours. If we are creating so much during a business depression, what wonders we should perform when prosperity comes! You teachers are bringing up more and more children to love art and to create it and to teach it in turn. Creating beauty is destiny. With the wealth we have we should outdo Europe of the Renaissance. We are custodians of the richest country in history. This can mean only one result as education unfolds, a great and marvelous birth of art in the United States. I can see it plainly in the thousands of people who are growing to love beauty here, in the large numbers of skilled artists, and in the promise of our children. The art instructor will be extremely busy.

Here is an opportunity to begin something promising. I have before me a letter from the Treasury Department, Washington, announcing a competition for mural decorations. This is *not* relief work, but a real open competition for artists. The government will pay $2,400 to the man it selects to decorate the lobby of the post office at Worcester, Mass. Other work for more artists will be provided at Kennebunk, Millinocket, St. Albans, Revere, Thomaston, and East Providence, all in New England. I understand that similar projects will be undertaken in other parts of the country. The Journal of Education will be glad to provide detail to anybody interested. Teachers of art can show the world some real painting if they get into this work.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

The Missing Textbook

"In what field are new high school textbooks most needed?" a member of a well-known publishing firm asked me. My answer to the question came promptly, for it has been ready for several years: "In sex education. An author who can give us a wholesome, constructive, scientific presentation of the things that every boy and girl should know about the physiological, emotional, social and moral aspects of sex will make himself wealthy and famous, and render an immeasurable service to the world."

My feeling about this matter was confirmed recently while I was away on a few days' trip. During a short stop in an eastern city I stepped into a place to get a shine. The man in charge not only polished shoes but he sold magazines. He was friendly and we discussed several things. I asked him what publication the high school students of his city buy most. He thought a minute, and handed me a so-called pulp magazine with an erotic picture on the cover. "I guess it is this one," he said. "I had quite a pile of these, and now there is only one copy left." I bought the magazine, and looked through it at my hotel. Reading that publication was like eating decayed fruit or spoiled eggs. The girls in the stories were all immoral, the cleverest being the heroines. There was no mention made of virtue or of the terrible consequences of evil. The law of the jungle was transferred to modern life.

Boys and girls are naturally curious about matters of sex. If we don't teach them in the home and school what is true and wholesome about this subject, they will pick up false and baneful ideas from many sources. For the welfare of individuals and of society it is time for us educators to wake up and do something.

•

The Principal's Child

"Why can't I live my own life and not just be your child?" my sophomore daughter said to me tonight at the dinner table.

The girl had come home highly pleased because a senior boy who was working for a photographic company had told her that he would give her a chance to have her picture taken for nothing. He wished to exhibit hers, with others, to show what good work his firm could do.

"I guess that we shall have to think that matter over a little," I remarked. "I fear that it would be unwise for the principal's family to take sides in the fierce competition that is going on in our school among the photographers." This was the reason why the girl bewailed the fact that she has to be my daughter instead of herself.

I am very sorry for the young people who have to attend their father's school. They feel that they are expected to be models, and no one wishes to be that. They fear that they may be suspected of being stool pigeons. If they win a prize they feel that some one is going to say with a shrug, "Well, you can't win over the principal's children."

It is hard for teachers to treat the principal's children just like the rest. Some, no doubt, will favor them; others, in their attempt to show no partiality, go too far. Boys and girls going to school to their father are surely *marked*.

Why would it not be a good plan for high school principals to exchange children during the secondary school period? This would give the boys and girls a fair chance.

•

Showing 'Em Up

There have been running through my mind today thoughts of men whose ideas have helped me in my work. Of these there are few to whom I feel more grateful than I do to that wise and inspiring leader—Cameron Beck.

"Never reprove an adolescent in the presence of others," he admonished us principals earnestly at a convention in Boston several years ago. That was excellent advice.

How often has a principal put a tense atmosphere into a whole assembly or a teacher upset all the pupils in a study hall by calling down sharply a few offenders! Almost never have I known a boy or girl to be anything but courteous and reasonable when talked with privately about some matter of conduct. But when a student is reproved in the presence of a group he is challenged to "save his face" in the eyes of his comrades. He never will analyze the situation, admit his mistake, and resolve to do better, which are the steps he must take in order to improve.

"Showing 'em up!" has no place in or about a school. A teacher who does this invites the students to talk back. Personally I can hardly blame them if they do.

The News Digest SECTION

Ten-Year Plan

Ties College Education Into Everyday Work

OMAHA, Neb.—Freshmen at the University of Omaha are to be aided in making a ten-year and even a life-time plan for their future education, with the assurance that alma mater will stand by them in their post-college years in carrying it out.

Each entering student will embark on a "long-time individual college education," in the phrase of President Rowland Haynes.

"The vocational guidance staff at the university helps him with tests to discover the chief trend of his interests and aptitudes," said President Haynes in explaining the procedure.

"The director of the work-study plan gives him a chance during part of his years at college to try out work along the line of his interests.

"The student then leaves college and goes to work on a year-round job, but his vocational adviser does not drop him. The student comes back at regular intervals to talk over with his adviser the work which he is doing. He comes back regularly and continuously for courses in his spare time, courses carefully selected upon the basis of his own interests and needs.

"The plan ties college education into everyday work."

Succeeds Judd

Prof. Ralph W. Tyler To University of Chicago

CHICAGO.—Advocates of progressive education hail the appointment of Professor Ralph W. Tyler as head of the department of education at the University of Chicago.

Dr. Tyler, who is leaving a professorship at Ohio State University, has been director of a study for the Progressive Education Association to evaluate the performances in college of graduates of progressive high schools, in comparison with that of graduates of traditional schools. His tests have so far revealed that the progressive school products make just as good grades in college as do the students trained in the usual subjects by the old drill method.

The Chicago appointment gains interest through the fact that Dr. Tyler is succeeding Professor Charles H. Judd, who has been an outstanding critic of some of the methods of progressive education.

Teachers Are Community Slaves Asserts Report to Conference

NEW YORK.—Presentation of the second year book of the John Dewey Society featured early sessions of the Progressive Education Association's convention. Entitled "Educational Freedom and Democracy," the study, a 292-page volume, severely indicted American society for its treatment of the 1,000,000 public school teachers. Many communities virtually disfranchise the teaching corps, invading their private and public lives to an almost unbelievable extent, the document charged.

Led by patriotic organizations, many communities tell teachers what they can do in the classroom, how they shall present their viewpoints and what textbooks are to be used, according to the study. A commission of nine prominent educators, headed by Professors Harold B. Alberty and Boyd H. Bode, of the Ohio State University, was in charge of the year book.

Numerous cases of teachers who have been reprimanded and even dismissed from their jobs for teaching accepted facts about history, science and civics which were distasteful to certain members of the community are cited.

Most "galling" of all interference is that which dictates the private lives of the teachers, according to the year-book. Most communities, it charges, expect a teacher to "sell his body and his soul into bondage and to relinquish the rights of American citizenship." They are hedged about by regulations which determine how they shall dress, what they may do for recreation and whom they may visit.

"Some towns require by rule or by contract that their women teachers shall not 'keep company' with 'young men,'" the report says. "Others forbid teachers to 'keep company' with other teachers."

The list of "musts" and "must nots" could be extended almost indefinitely, it said. The hour at which a teacher must come in at night, the time at which she must retire, the place where she must room and board, and the social activities she can engage in are frequently prescribed, the year book reports.

One community, which pays its teachers $637.50 a year, it said, exacts this pledge: "I promise not to fall in love." Teachers are required to sign a pledge which reads: "I promise to sleep at least eight hours a night, to eat carefully and to take every precaution to keep in the best of health and spirits!"

"If we are to preserve democracy, we dare not risk an impairment of the freedom of democracy's schools," the year book editors warn.

New Assistant

Dr. Helen Mackintosh Goes to Federal Office

WASHINGTON.—Secretary of the Interior Harold L. Ickes has announced the appointment of Dr. Helen K. Mackintosh, of Oxford, Ohio, to the position of Senior Specialist in Elementary Education in the Office of Education, United States Department of the Interior.

The newly appointed specialist has had a broad and varied educational experience as a high school teacher, elementary school teacher and supervisor, and university professor. As Senior Specialist in Elementary Education in the Office of Education, Dr. Mackintosh will initiate and conduct studies on problems dealing with organization and supervision of elementary schools, elementary school curriculum, methods of instruction in urban and rural schools, and the like. She will prepare publications for distribution as Office of Education bulletins; act as consultant to school officials throughout the United States on elementary school problems; make surveys of elementary schools; initiate, plan and conduct elementary education conferences, and address educational and other organizations on various phases of elementary education. It is expected that Dr. Mackintosh will enter on duty this spring.

Conant Views Joyous Teachers As Stabilizers in Profession

WILLIAMSTOWN, Mass.—As long as the majority of teachers view their profession as a "joy" and not a "trade," the future of our ancient and our most recent foundations is secure, President James B. Conant of Harvard University asserted in a convocation address before nearly a thousand Williams College students, trustees and alumni on the campus.

Although Dr. Conant devoted most of his time to stressing the necessity for a "balance of power between those within the academic walls and those without," he nevertheless laid the final burden of a successful educational system with teachers who enlisted "eagerly with a joyful heart."

Early in his address Dr. Conant predicted that "American colleges and universities, private and public alike, are due for a careful inspection in the years immediately ahead." He cited the "late lamented depression" and the "current disputed recession" as two reasons which came first to mind.

Dr. Conant offered historical evidence that "companies of scholars have not made an enviable record in the matter of self-direction." On the other hand, he showed that "directive powers from without have repeatedly become autocratic and tyrannical." He cited the Hitler regime as well as classroom "spies" in the early European and English universities as examples.

"The real outcome of the task on which all of us in the college communities are engaged will depend on the quality of the men who join our ranks," President Conant declared. "Will the faculties of American institutions continue to be recruited from those who eagerly undertake this calling for the joy of it, or will they become hopelessly diluted by those who gladly teach only because teaching assures security of tenure and the pleasures of a long vacation?"

Touching only minutely on his recent suggestions to limit enrollment, Dr. Conant said that "for purposes of intellectual endeavor change is surely essential, but here expansion may not even be desirable."

The Harvard president urged that new teachers be appointed "by means of discussion rather than by ballot." "Five-to-four decisions are notorious breeders of dissension," he noted.

Wallet Survey

College Men Spend Less, Women More, Deans Say

LOUISVILLE, Ky.—The average college youth spends much less money today than his predecessor spent in the prosperous years of 1923-29, according to Dr. T. T. Jones, dean of men at the University of Kentucky.

In the period of greater spending, he said, fewer students needed work and employers in college towns were seeking part-time workers, whereas now there are more students looking for such work than there are jobs.

On the other hand, Mrs. Sarah B. Holmes, assistant dean of women at the university, said that co-eds were spending more money this year than the girls spent six years ago, and the competition for campus jobs was keener.

"Ten years ago it was not quite the thing for a girl to work," she said. "But now she is accepted socially whether she works or not."

Civilized

Finds Hopi Children Never Fight or Brag

BROOKLYN, N. Y.—Children of the Hopi Indians possess many social attitudes more "civilized" than those of the children in "our advanced" culture, according to Dr. Solomon Asch, social psychologist at Brooklyn College, who has just reported to the General Education Board of the Rockefeller Foundation. Hopi children, he said, practically never fight or boast.

Dr. Asch, on a Foundation fellowship among the Hopi of the Painted Desert in Northeastern Arizona, spent two months on experiments, with the aid of a native school teacher, who, unobserved, took notes of the children's conversation in their native tongue. He used also records of his observations made during five years' teaching of Hopi youngsters.

In no instance did the psychologist observe fighting among children above six. Once when he threw three pieces of taffy to seven small children, the oldest picked it up and allowed each child to bite off a piece. No one was left out, and there was no grabbing.

Equality is a keynote in every phase of Hopi life, he reported. Children go out of their way to maintain an "average" status. In the classroom the teacher found that they quickly refuse outstanding places, even those offered to the bright child as a reward.

In their games, too, there is a lack of competitive spirit. They play basketball by the hour for sheer pleasure of it, but do not keep score.

Although the Hopi are renowned runners, they are not likely to participate in track racing for the glory of individual triumph.

Non-competing conditions among children reflect similar conditions among the adults, Dr. Asch maintains. Each family has sufficient land and food for its needs. All eat similar food, wear similar clothes and live in similar homes. Neither civil authorities nor jails are maintained, since they have almost no violations of their social code.

Anniversary

Vineland School Marks 50th Year

VINELAND, N. J.—The Training School here, which first introduced in this country both the Binet Scale, measuring intelligence level, and the new Social Maturity Scale, measuring social abilities, celebrated its fiftieth anniversary recently.

A pioneer in the study of mentally deficient children, the school also marked the thirty-second year of its research laboratory, the oldest continuous laboratory organized specifically for the study of deficiency cases, whose findings have widely influenced educational aims for the normal as well as the subnormal.

At Menantico, near Vineland, the school has established a colony comprising one hundred of its older boys, who have developed the 1,300 acres into a model farm supplying practically all the food necessary to the school. The erection of buildings of concrete blocks, clearing, draining, planting, dairying, stock-raising and road building were all accomplished by boys of normal physical growth with the mentality of young children.

Each year the research laboratory trains several research fellows for special work with exceptional children. Studies of birth injuries at the laboratory during the past five years have aroused widespread interest in the scientific world.

George A. Keith

GROVELAND, Mass. — George Ambrose Keith, sixty-five, superintendent of Groveland, Georgetown, Boxford and Rowley schools for the past fifteen years, died suddenly at his home after an illness of several months from which he had partially recovered. He was superintendent of the Keene, New Hampshire, schools from 1908 to 1916, and of Franklin, New Hampshire, schools from then until 1923, when he became head of the Massachusetts Superintendency Union which includes the schools of the four towns named.

New Building
Elizabeth School Holds Dedication

ELIZABETH, N. J.—Erected at a cost of $500,000 with Federal aid, this city's new Thomas A. Edison Vocational School, on Summer street, was dedicated at a ceremony in which the Board of Education, city officials and representatives of the State Department of Public Instruction participated. The school was opened last Fall.

The importance of vocational training was stressed by Lewis Compton, former administrator of relief in New Jersey and now assistant to Assistant Secretary of the Navy Charles Edison, for whose father the school was named. He told how vocational training in the navy regularly turns out skilled workmen able to obtain and hold employment in many fields of manual endeavor.

Dr. Charles H. Elliott, State Commissioner of Education, declared the depression emphasized the great need for trained workers in New Jersey. He said Elizabeth's erection of a new vocational school comes at a "strategic moment" when the economic situation is becoming more complicated and the degree of manual skill required by industry is increasing.

Bad Practice
Dr. Stearns Deplores Student Proselyting

BUFFALO, N. Y.—Dr. Alfred E. Stearns, president of the Amherst College board of trustees, said here that proselyting by students, particularly for athletics, but also for bands and glee clubs, is widespread in colleges of the West and South.

"I think the better institutions are clear of this practice of proselytizing students," he said, "but it's amazing the means some colleges, especially in the West and South, use to inveigle students."

Mental Games
College "Math" Rivalry Spurred

OBERLIN, O. — Intercollegiate mathematics rivalry is the latest college sport.

Instead of footballs or basketballs, the mathematical wizards will toss around calculus theories and geometrical figures in the competition announced by the Mathematical Association of America.

Professor W. D. Cairne, secretary-treasurer of the association and head of the Oberlin College mathematics department, said the first "games" are scheduled for April.

Chief competition is expected between individual scholars, but the association is encouraging participation of three-men teams from colleges and universities.

Unlike their colleagues on the gridiron and basketball court, the "math" experts will be rewarded in cash.

Each member of the winning team will receive $50, and $20, according to the team ranking. The highest five individual contestants will get $50 each.

In addition, mathematics departments of top ranking schools will be awarded $500 for first, $300 for second and $200 for third.

Awkward Squad
Students Deficient In English Coached

PHILADELPHIA, Pa.—Most engineering students are deficient in written and spoken English, according to Dean Harold Pender, of the Moore School of Engineering at the University of Pennsylvania. "This deficiency must be corrected immediately," he said. "A committee has been appointed at the university to form an 'awkward squad' to take this type of student and give him a real drilling in English. So many graduates are clever in engineering but are unable to put across a technical point in comprehensible language."

Change Time
Nazi Teachers Urge End Of Historic Chronology

BERLIN.—At the meeting of the National Socialist Teachers' League it was proposed to abolish the designations "before or after Christ" used in historic chronology and adopt instead the terms "before or after the time of counting."

It was also proposed to detach German history from its Roman period designations and divide it into "primo-Germanic and pan-Germanic" eras.

Basic Need
Gives "Unique Role" To Junior College

PHILADELPHIA.—If the junior college movement is to have a "unique and highly significant role" in American education its central problem should be "adaptation of the materials of general education to mass mind," according to Professor William C. Bagley, of Teachers College, Columbia University. He told the convention of the American Association of Junior Colleges that the fundamental need was "general education of a kind that will increase the individual's adaptability to changing situations."

Although he pictured the junior college as a uniquely American movement and an almost inevitable upward expansion of the American secondary school, Professor Bagley did not contend that every junior college should be a school "for the masses."

But the fundamental function of the movement, he suggested, was exemplified in those junior colleges associated with State universities, which aim to provide suitable educational opportunities to high school graduates who are not adapted, whether by ability or by interest, to the work of the other divisions of the university.

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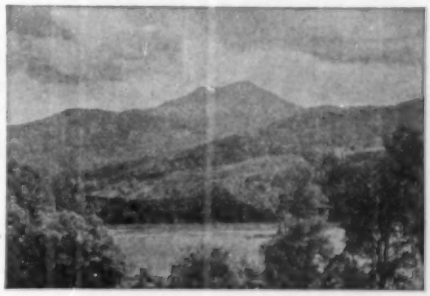

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Pre-Teaching Tests

Students Trained In Actual Teaching

TROY, N. Y.—Thirteen seniors in the Business Education Teacher-Training course at Russell Sage College are receiving their first baptism of fire as teachers under the actual conditions which they will be called upon to meet when they graduate in June and obtain the positions for which they have been four years in training.

They will function as teachers of business and commercial subjects in the high schools of Troy, Cohoes, Schenectady, Glens Falls and Watervliet. During the entire period they will be on their own responsibility but under the constant observation of their college professors and the school authorities. Upon the results they will be judged on their ability to teach and to pursue successfully the careers they have chosen for themselves.

This method of judging the capacity of students for their careers, begun last year, proved so successful that it has been made a permanent part of the training at Russell Sage. The subjects the teacher-training students will teach during the practice period include bookkeeping, typewriting, shorthand, commercial law, economics, introduction to business, and secretarial and office practice.

By exposing the student-teachers to actual classroom conditions, the faculty of the School of Business Education at Russell Sage feel the student is enabled to best judge her own aptitude as well as ability to cope with discipline problems.

Samuel S. Drury

CONCORD, N. H.—Dr. Samuel Smith Drury, rector of St. Paul's School, and a noted churchman, educator and author, died recently at fifty-nine years of age.

By his own definition Dr. Drury was a "sentimental schoolmaster." He cared little whether his students remembered the dates of history, so long as they left St. Paul's fitted to face the world.

Henry C. Kittredge, vice-rector of St. Paul's School, was named acting rector.

Kittredge is a son of Professor George Lyman Kittredge, of Harvard University, an international authority on Shakespeare. He was graduated from Harvard and has been a master at St. Paul's since 1916.

Race Unchanged

Japan Keeps Touch With American-Born

TOKYO.—Foreign Minister Koki Hirota declared in the Diet recently that American-born Japanese, even though living in America, "should be educated as Japanese." The statement replied to questions from Bunji Suzuki, labor leader, who asked if the government had any educational policy for those of the "second generation." Mr. Hirota replied: "A majority of Japanese born in the United States in recent years canceled Japanese citizenship. They must receive an American education. But they remain Japanese, and they should be educated as Japanese in order to retain Japanese virtues. For this purpose the semi-official Migration Association keeps close connection with them."

Foreign Students

One-Fourth in American Colleges Are Japanese

NEW YORK.—Despite her present concentration of young men in China, Japan has sent more students to American colleges and universities this year than has any other foreign country, according to a survey by the Committee on Friendly Relations Among Foreign Students. With 2,531 young men and women distributed in our institutions from coast to coast, Japan is supplying one-fourth of the 10,093 foreign students in the United States.

China, with 2,003, has the second largest delegation, and Canada, with 1,615, the third. Puerto Rico, the Philippines, Cuba and Germany come next, with more than 300 students each.

Art Convention

At Hotel Statler, Boston April 6th to 9th

BOSTON.—Teachers and supervisors of art, looking forward to the great Renaissance in America, will assemble in Boston April 6 to 9. The speakers will be Walter Cropius, Charles J. Connick, George H. Edgell, Richard C. Morrison, Faber Birren, and others. Further information may be obtained from the Secretary, Raymond P. Ensign, Eastern Arts Association, 250 East 43rd street, New York. There will be exhibitions of school art work.

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Enrollment Age

More College Students Enter Late Than Early

WASHINGTON.—Although eighteen is considered the normal age for entering college, more students enroll after that year than do before. A survey conducted by the Office of Education with WPA funds showed that only 35.4 per cent of the students in twenty-two widely scattered universities matriculated at the normal age, so regarded because regular progress through school from the sixth year, without setbacks, would bring them to college at eighteen.

The registration of students of both sexes is about equal at the normal age, but more girls than boys enter at the younger ages.

Boston Refuses

No Measuring Of School Children

BOSTON. — The Boston School Committee recently, by a unanimous vote, refused permission to the bureau of home economics of the United States Department of Agriculture to measure school children here as part of a nation-wide survey to determine children's measurements for clothing as an aid to garment manufacturers. Henry J. Smith, chairman of the committee, warned that misunderstanding of the reason for the measurements might arise among the parents and that the examinations would take the child out of class for twenty minutes. The bureau had offered to send men to measure boys and women to measure girls and had also agreed to obtain permission of the children's parents before the measurements were taken. When the vote of the committee was taken all present voted to reject the proposal with the exception of Joseph Lee, who refrained from voting.

Long Service

Professor and University Linked During 68 Years

WAXAHACHIE, Tex.—Dr. Samuel L. Hornbeck might be said to be the man whose shadow has lengthened into Trinity University, the only university of higher learning in Texas that is the property of the Presbyterian Church, U. S. A.

Dr. Hornbeck has been associated with the university since it was founded in 1869. He entered the university as a child of five, and upon graduation became a member of the faculty. In an emergency, he once served as dean of women.

In 1899, he was named acting president and the following year he was made dean. He was elected president of the school in 1908.

Two years after the college was accepted as an accredited university in 1918, Dr. Hornbeck voluntarily resigned the president's chair to become professor of economics and social science.

$3 a Flunk

Flunking Fee Voted Into Effect

NORMAN, Oklahoma.—That old "flunking fee" scare has turned up at the University of Oklahoma again and this time it's about to become a reality. The "flunking fee," designed by the Board of Regents two years ago, required students to pay $3 per semester hour failed. Student leaders branded it unfair; carried their fight to the state legislature. Nothing was done about it, and everyone forgot about the fee---except the regents. Unsuspecting students were jolted awake when they learned the regents had voted to put the fee into effect. Said co-ed Erlene Lasley: "We have to pay to pass courses. Why should we pay to flunk them?"

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University Research forms basis of this ad. National Association of Chewing Gum Manufacturers, N. Y.

College Recruiting Schemes Deplored by Carnegie Head

NEW YORK.—Competition carried on by American colleges and universities for recruiting students was attacked by Dr. Walter A. Jessup, President of the Carnegie Foundation for the Advancement of Teaching, in the institution's thirty-second annual report.

"We are familiar," said Dr. Jessup, "with the inducements offered to promising athletes; but we may be astonished that drum majors and tuba players now find themselves possessed of special talents with a marketable value in the college field." He praised educational institutions that select students best adapted to their particular programs; but he deplored "the evil thread which runs through the fabric of recruitment devices" tending to exploit the student.

"Jobs and scholarships are dangled before the eyes of impecunious high school pupils," he noted. "Fraternities and sororities vie in recruiting students who can pay their bills and bring glory (in press notices) to a chapter."

Pressure upon college officials to maintain large enrollments, on the ground that a slump in numbers affects institutional morale adversely, is at the root of much competitive practice, Dr. Jessup indicated.

"No college can be free from the necessity of competing with other institutions," he continued. "The means adopted have perforce included some consideration of the relation of the college to the general public; for the typical college, beset on every hand with competition, must vie with its neighbors for public approval.

"In consequence, it has adopted the vices common to other competitive social and economic enterprises. It has employed publicity agents; it has pressed its alumni into service as recruiting officers; it has issued neat and none too modest printed matter to attract students; its 'follow-up' system very often is very efficient indeed, and it has deemed itself forced to do these things by a feeling that it must struggle if it is to survive and go forward."

Grants amounting to $106,700 for twenty-one special research projects in education were made to American and Canadian colleges in the fiscal year ending June 30, 1937, the report showed.

The Foundation's income for the year was $1,318,419. Disbursements included $1,999,558 for retiring allowances and for widows' pensions; and $91,816 for studies conducted by the Division of Educational Inquiry.

Total resources of the Foundation on June 30 were $28,843,010, upon which the investment return was 4.29 per cent, as compared with 4.25 per cent for the preceding year. The major portion of investments were in the form of bonds and preferred stock.

Saving Paper

Nazis Bring Back School Slates

BERLIN, Germany. — The old-fashioned school slate has made a comeback in German education because of the nation's lack of raw material and the Nazi four-year plan requirements. Bernhard Rust, minister of education, decreed slates must be used instead of exercise books in the first and second-year classes for the 1938 school term. The slates are also suggested for use in the third and fourth grades to supplement composition book work. Slate is abundant in Thuringia. In many small towns in the Thuringian forest not only the roofs but the walls of houses are of slate.

Cramming

Late Night Studying Opposed at Skidmore

SARATOGA SPRINGS, New York. —More sensible study habits are to be prevalent on the Skidmore College campus, according to a survey recently conducted by The Skidmore News. Sixty-nine per cent of the student body has agreed that staying up late nights to study defeats its own purpose. Gone are the days when students drank two or three cups of black coffee to be able to stay awake to study. Milk and crackers are now the favorite form of nourishment. Fifty-two per cent of the 600 students who answered the questionnaire felt that early morning study was the most desirable. And there was a unanimous vote that relaxation came from outdoor sports. Many, however, voted in favor of movies, bridge, dates, radio, or "just plain, old-fashioned resting."

Palms Her Way

Reading Lines on Hands Helps Girl Through College

INDIANOLA, Ia.—Palm reading has helped pay three years' tuition at Simpson College here for Miss Irene Hill, Des Moines, a biology major and assistant in that department.

Miss Hill practices her art both here and in Des Moines and is in demand at parties.

When she was thirteen years old and attending Knoxville high school, Miss Hill became interested in palmistry and started reading extensively on the subject.

Her study has convinced her that there is a basis of truth in palmistry.

"It has not been given enough research and thought by intelligent persons and has always been left in the hands of gypsies and others," she said.

"If someone would study it as thoroughly as mind reading was studied by Dr. J. B. Rhine at Duke University, I am sure that convincing truths on palmistry would come to light."

Miss Hill hopes to take advanced work in biology with the idea of proving that palmistry is based on truth.

She is keeping prints of all palms she has read and intends to use them in her scientific studies.

Prizes Offered

Teachers of College Men Given Incentive

CHICAGO.—Teachers of undergraduates at the University of Chicago who are outstanding in training young men and women are to be rewarded. Annual awards of $1,000 each to three outstanding teachers have been provided by a gift of $75,000 made by an anonymous alumnus, Dr. Robert M. Hutchins, the president, announces. The purpose of the award is to interest teachers in training not only scholars and research workers, but also young men and women for intelligent and public-spirited participation and leadership in business, civic and professional careers, the donor stated in his letter of gift. He further said he hoped the award would result in constantly improving the Chicago faculty who teach undergraduates.

Close Buildings

Abandon Nine Schools And Four Annexes

BOSTON.—Nine Boston schoolhouses and four additional buildings hired for study purposes have been abandoned during 1937, William W. Drummey, superintendent of the Boston school buildings department, reported recently. This brings to a new high the schools dropped by the department in one year. Previously only eight have been given up in a similar period. Mr. Drummey cites as reasons for the changes the completion of two new school buildings and the shifts in population concentration in certain sections of the city.

Book Reviews

English That Integrates

ENGLISH ACTIVITIES. Grades 3-8 inclusive. By W. Wilbur Hatfield; E. E. Lewis: Vera G. Sheldon and Kathleen G. Plumb. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

If the study of English in the grades is to yield substantial results in habits of speech and writing, there must be something . deeper and more gripping than the conning of rules and the writing of formal compositions for criticism by the teacher.

The series called "English Activities" is decidedly well motivated and functional. Conveniently divided into half-yearly books, the volumes are encouragingly small, and each presents an interesting variety of materials with which the pupil may well delight to work.

Each book metes out the growth stimuli under five subject units—units that merge the practice of English with interesting material in science, in geography, in nature, or in some phase of community living. Here is integration of a sort that really integrates.

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Youth's Greatest Need

GUIDANCE FOR YOUTH. A Textbook by Frank G. Davis, Bucknell University, and B. Carnall Davis. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Youth in a bewildering era such as the present needs nothing so much as intelligent guidance. This he must obtain in part from older friends, in part from books. "Guidance for Youth" is an attractive textbook which might well form the basis for a course of study under any good teacher.

Your reviewer, in glancing it through. is impressed with its interesting presentation of the reasons for going to school; the way to select the right studies; and the actual meaning of some thirty distinct vocations. The description of each is so drawn as to give a clear idea of the duties, and of the qualifications needful to the work or to successful performance.

The accounts of vocations are designed to awake in pupils a desire to learn more about these and others.

An important portion of the book is devoted to the general principles underlying the securing and holding of employment.

The entire treatment of the guidance problem in this text seems unusually sane and helpful. The chapters on the various occupations are truly informative and should leave clear impressions of lasting educational value.

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Travels with Music

MUSIC HIGHWAYS AND BYWAYS. By Osborne McConaughy and John W. Beattie and Russell V. Morgan. New York, Newark, Boston, Chicago, San Francisco: Silver Burdett Company.

Children of junior high school age may share in a musical adventure carrying them to many lands and cultures, through use of the new "Bronze Book," a delightful companion to the "Silver Book" previously issued by the same publishers.

"Music Highways and Byways" is a diversified compilation, its units severally edited by some of the best known authorities in their fields. Folk music provides the material for this refreshing text, whose flexibility for different choral groupings and types of musical program is one of its noteworthy features.

Song and dance and drama are drawn upon to convey the music of the common people of many lands, including our own. And whether it be used for entertaining the school's guests or for the pure fun of the thing, this book seems to fill a niche all its own.

An unusual abundance of explanatory and descriptive reading is included.

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Educator's Compass

PRINCIPLES OF MODERN EDUCATION. By Frank W. Thomas, President, and Albert R. Lang, Head of Department of Education, State Teachers College, Fresno, California. Boston, New York, Chicago Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

West Coast authorship and East Coast publishership have joined in producing a text for the re-thinking of education in every section of the United States.

"Principles of Modern Education" reflects an admirable attempt at weighing present-day concepts and procedures against the questions, "What is the purpose?" and "What is the relation to basic philosophies of education?"

The authors have taken into account the biology, psychology, sociology and history that must enter into any comprehensive view of education. The book is not a first course tor persons preparing to become teachers or administrators of the schools. It is for those who have already looked into various phases of education and are ready to take their bearings anew before they enter upon their terms of professional service. Many persons already in the service of the schools would likewise find it of great clarifying and orienting value.

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The French of Commerce

FRENCH COMMERCIAL CORRESPONDENCE AND READINGS. By Louis J. Fish and William B. Snow. New York, Chicago, Boston, San Francisco, Toronto, London, Sydney: The Gregg Publishing Company.

Obviously the vocabulary of French literature differs from that of French commerce, and there is room in the broader commercial courses for a text bearing such a title as "French Commercial Correspondence and Readings."

French equivalents of many expressions employed in business are presented the student. Specimen letters in French, with English translations on opposite pages, characterize one section of the book. Two-way vocabularies covering all words in the book are provided. Another section offers a wide range of reading on commercial matters. An appendix contains tables of weights and measures which must frequently be translated in the commerce of two countries.

The present work by Fish and Snow represents a thorough revision and modernization of the earlier text by Fish and D'Avesne, which enjoyed extensive use in commercial high schools.

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The Interwoven Past

AMERICA YESTERDAY. First of two books in American History for Seventh and Eighth Grades. By Roy Nichols, William C. Bagley and Charles A. Beard. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"America Yesterday" was written in the modern mood for modern boys and girls. Its arrangement is that of a well told narrative, with explanations and interpretations which make the story meaningful and vital. Economic and social aspects of the nation's development are fully stressed. The pupil is not confronted with ideas too advanced or involved for his comprehension. It is ever a moving account of stirring events and conflicts. But never does the study become a remote abstraction, a narrative of events in some far-off field.

A profusion of pen and ink drawings and maps adds attractiveness to this up-to-date and apparently quite teachable, if not self-teaching, textbook.

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

The Macmillan Co., New York

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Administrators in Conclave

(Continued from Page 119)

printed in duplicating ink, to be reproduced by the hectograph process, and as the sponsor of a number of teaching aids.

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Conclusion—

But, you ask, didn't any of these days have afternoons? Plenty of them, full of division meetings and committees and conferences. The only thing this convention was short on was nights—the nights were very short. This was without doubt the best convention we have ever had, and great credit is due President Glenn and his committee. All through the program ran the theme of what education is doing in this great era of social adjustment, whither she is leading, and what her votaries have to offer as working plans. The seriousness ran deeper, more personal. Each one at the convention was made to feel a vital part. With this stressing of responsibility the note of friendship rang high. We came away determined to think straight, deep and wide. In a greatly troubled world we must find a way to do more than our part.

Smart Boy

High School Freshman at Nine

CORVALLIS, Ore. — Alexander Hull, Jr., learned to read and recite the multiplication tables when he was four, and now, barely nine years old, he's a high school freshman. It's his first taste of formal education. He reads omnivorously and has a real appetite for mystery and detective stories.

Parent-Teachers

Study Challenge To Modern Youth

BOSTON.—The youth problem and its relation to democracy was discussed at the annual state convention of the Massachusetts Parent-Teacher Association held here recently. Dr. Daniel L. Marsh, president of Boston University, was the chief speaker at the association's annual banquet. He talked on "The Dilemma of Youth—A Challenge to Democracy." Youth's relation to education, crime and politics were among subjects discussed by other speakers at the three-day convention. School superintendents from Belmont, Beverly, Milton, Newburyport, Newton, Lexington and Worcester participated in a panel discussion on "Prospective Changes in High School Curriculum," with Dr. Payson Smith, of Harvard University, leading.

100 Years

Kindergarten Centenary Celebrated in Hungary

BUDAPEST.—Kindergarten training recently celebrated its first centenary. The occasion was marked by the representation in the little city of Szekszard of a "typical afternoon at an Angels' school"—"Angels" being children of four and five years of age who attend kindergarten. The songs and native plays which entertained very young people a century ago were performed.

What is said to be Europe's first kindergarten training school was established at Szekszard, in southern Hungary, in 1837. Hungary had a friend in Count Leo Festetich, who understood the cultural aims of a small group of people with advanced views in regard to education and gave land and money for the establishment of this centre where these ideals could be worked.

Great-grandchildren of first pupils and of the first teacher were those present at this year's celebrations.

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Grins Between Grinds

Settling It

A company of village amateurs produced "Hamlet." The following account of the play appeared in the local newspaper:—

"Last night the elite of our town gathered to witness a performance of 'Hamlet.' There was considerable discussion as to whether the play was written by Shakespeare or Bacon. All doubt can now be set at rest. Let their graves be opened. The one who turned over last night is the author."

• •

Security

Pat was commanded to yield his money or his life.

"Take me life," he said to the highwayman. "Oi'm saving me money for me old age."

• •

Page Peggoty

"Laugh that off, if you can," said the fat man's wife, as she wired a button onto his vest.

• •

Subtle Retort

Boss (storming)—"You're fired!"

Stenographer—"Fired? That's news to me. I always supposed slaves were sold."

• •

Osteopathic

"The human anatomy is a wonderful piece of mechanism."

"Yes, pat a man on the back and you'll make his head swell."

• •

Out, Either Way

A young man, asked if he favored higher education for women, said: "No. If they are pretty it's unnecessary, and if they are not, it's inadequate."

• •

Trailers

There is an old colored woman living near Kingtree, South Carolina, who named her three children: "Surely," "Goodness" and "Mercy," so they would follow her all the days of her life.

Accurate

Young Brown got a job in a shipyard. The first morning the foreman gave him a two-foot rule and told him to go and measure a large steel plate. Brown returned in twenty minutes.

"Well," inquired the foreman, "what's the size?"

The lad displayed a satisfied grin.

"It's just the length of this rule," he said, "and two thumbs over, with this brick and the breadth of my hand, and my arm from here to here, minus the fingernails."

• •

Sort of Nuisance Tax

"Is your boy Josh going back to college?"

"Yes," replied Farmer Corntossel. "It'll cost something to send him, but it'll be worth a good deal to keep him from interferin' with practical work around the place."

• •

Ritual

"What are you thrashing your little son for?"

"He will get his school report tomorrow, and I must go away tonight."